

# Reading Toolkit: Grade 6 Objective 3.A.1.b

Standard 3.0 Comprehension of Literary Text

Topic A. Comprehension of Literary Text

Indicator 1. Develop and apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts

Objective b. Listen to critically, read, and discuss a variety of literary forms and genres

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## Lesson Seeds

### Reading Grade 6 Objective 3.A.1.b

#### Activities

Expose students to a wide range of genres by designating a day to explore multiple examples of a particular genre. Prior to the "genre day" the teacher should select the genre, gather multiple examples of the genre for oral and silent reading, choose a text to read aloud, and organize four to five stations where multiple examples of the same text are available to students. To begin the process, the teacher should read a portion of text from an example of the selected genres. First, the teacher should identify the genre and as the reading continues note particular elements that are indicators of that genre. Once oral reading is complete, each student should begin a learning log recording a general reaction to the selection the teacher read. Next, small groups of students should visit each station, read the text example, and record a general reaction to the text. Once each group of students has visited each station, each student should review his reactions to each of the text examples and draw a conclusion about his/her overall reaction to that particular genre. The activity concludes with the teacher and students sharing reactions to the genre highlighting both positive and negative reactions.

Before using this activity with students, the teacher should identify a topic for which several different texts each representing a different genre can be found. For example, the teacher might locate a passage of historical fiction, a poem, and a play focusing on the same topic. In addition, the teacher should prepare a series of statements about the three literary works. During a class period or over a series of class periods, student should read each of the literary works. Once students have read all texts, the teacher should organize a Four Corners activity, first by designating each of the four corners of the room as a gathering spot for a degree of thought: Strongly Agree, Agree, Disagree, Strongly Disagree. Now the teacher should read aloud one of the statements to the class. For example, The playwright gives more specific details about the historical event in ... (Include the title of the play.) Each student should go to the corner, which most accurately designates his/her, belief about the statement. Once there, all of the students holding the same beliefs should discuss why and prepare themselves to share their thoughts with the rest of the class. This same activity can continue for several statements.

After students have self-selected and read a literary work, each student should complete an EXPLORE graphic organizer. Each of the sections of the organizer requires students to consider different elements of the text.

Ex	P	L
The text is an example of genre, author, style etc...	The purpose for reading this text is....	List some key lines directly from the text.
O	R	E
List some of the organizational features or types in the text.	List ways the reader relates to the text.	Evaluate the text. What does the text make a reader think about? What questions do I still have?

Once the organizers are completed, the teacher should establish a method and a time for students to share each other's organizers so that they could develop a potential interest in reading a different genre. Extension: This activity can be accomplished with multiple

genres, a single genre, emphasis on poetry, a means of gathering background information about a topic before a class assigned single literary work.

After students have self-selected and read a literary work, each student should complete an Alphabet Summary of the text. The teacher should indicate how many letters from the alphabet and not which letters a student should use to complete the summary. The number of letters should depend upon the age and ability level of students. To complete the summary, the student should choose letters that begin words that are associated with literary elements or ideas in the text. The summary should feature the letter, the word associated with the text, and a textual explanation of the selected word. An example follows...

Letter: A	Word: Anger	Explanation: The neighbor was angry about the loud noises late at night.
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Once the organizers are completed, the teacher should establish a method and a time for students to share each other's organizers so that they could develop a potential interest in reading a different text.

## Clarification

### Reading Grade 6 Indicator 3.A.1

To demonstrate proficiency of the skills in this indicator, a reader must read and analyze a variety of self-selected and assigned literary texts and through this reading develop, apply, and refine comprehension skills. It is essential that a reader have knowledge of a wide variety of literary forms and genres that represent diverse cultures and that a reader engages in active learning with these forms and genres by reading, listening to, and discussing their literary elements as well as the ideas they define.

When a reader approaches a text critically, that reader is reading or listening to that text with a definite purpose. It may be to identify and analyze elements of the text like the characters, setting, or mood etc...Or it may be to identify the cultural diversity of the text which will require attention to similarities and differences among texts. A reader may need to identify an author's perspective or the elements of the time period in which a narrative takes place.

There is a wide variety of literary texts which a reader may access. A full list is available in the clarification for Standard Three, Indicator Three. Certain of these texts may define cultural elements or diversities such as customs, language, food, religion, traditions, or elements of a geographic region. Other texts may have a point of view that controls completely the amount of or types of details a reader has access to which may ultimately create a bias for or against a particular subject or idea. Still other texts may focus on ethnic groups which help a reader appreciate the characteristics, language, and customs of that group. Or a text may be set during a particular time period where elements of the setting may indicate a past, present, or future placement.

Two broad divisions of literary text are fiction and nonfiction. Fiction tells imaginary stories while nonfiction tells about real people, places, and events. Particular kinds of literary nonfiction are biography, autobiography, personal narrative, memoir, and journal which are defined in the clarification for Standard Three, Indicator Three.

There are four main literary genres which are fiction, nonfiction, poetry, and drama. Within each main form are examples of that form like short story, novel, folktale, fairy tale, etc...which are types of fiction.

A literary form is the structure or organization of a literary work. Poetry is a genre. A limerick is an example of poetry. The form of a limerick is 5 lines or verses formed by two rhyming couplets which are a rhymed pair of lines, and a fifth line which rhymes with the first couplet.

When a reader has a broad range of experiences with different types of literary texts, that reader is equipped to draw critical conclusions about the similarities and differences between and among texts of varying forms, genres, and multiple diversities.